



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 11101313
SAU: Monmouth School Department
School: Monmouth Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
English Language Arts – Writing Results	10-12

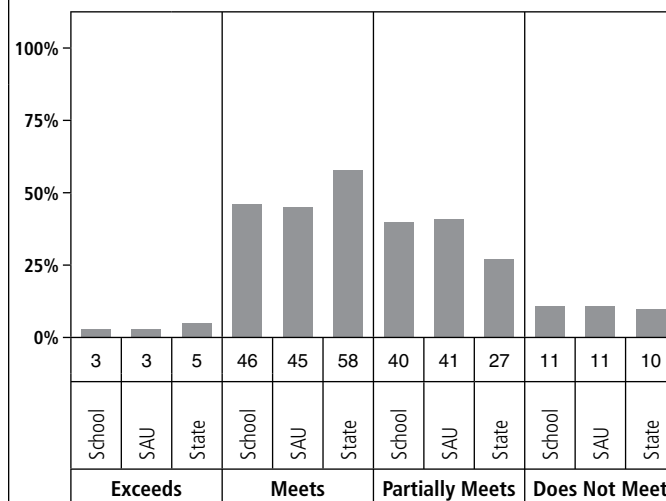
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: Monmouth School Department
School: Monmouth Middle School

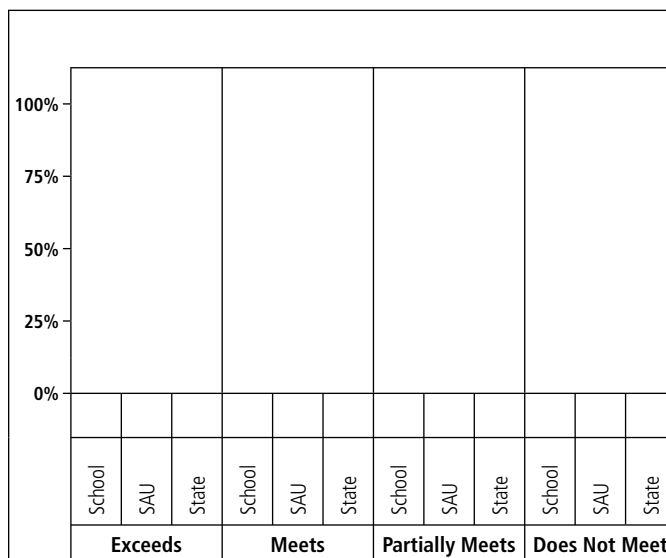
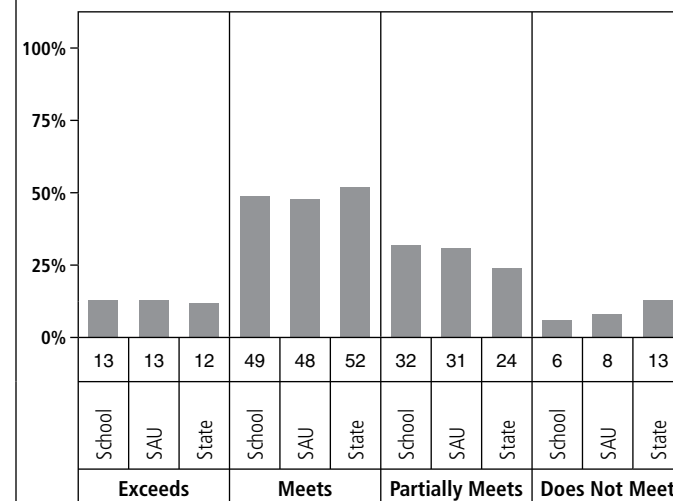
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	544	544	544
2006–2007	544	544	544
2007–2008	542	542	545
Cum. Avg. *	543	543	544
Mathematics			
2005–2006	535	535	543
2006–2007	543	543	546
2007–2008	546	546	546
Cum. Avg. *	541	541	545
ELA – Writing			
2005–2006			
2006–2007	541	541	541
2007–2008	535	534	538
Cum. Avg. *			

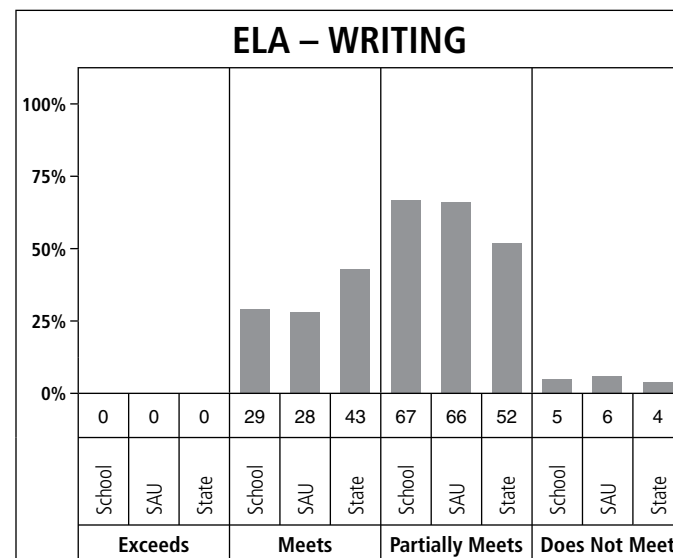
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: Monmouth School Department
 School: Monmouth Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	63	100	64	100	14240	100	63	100	64	100	14157	100	63	100	64	100	14156	100							63	100	64	100	14107	99
Ethnicity African American/Black	2	3	2	3	404	3	2	100	2	100	396	98	2	100	2	100	398	99							2	100	2	100	388	96
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100							0	0	0	0	118	100
Asian or Pacific Islander	0	0	0	0	201	1	0	0	0	0	199	99	0	0	0	0	199	99							0	0	0	0	197	98
Hispanic	1	2	1	2	178	1	1	100	1	100	170	97	1	100	1	100	174	99							1	100	1	100	171	97
Caucasian/White	60	95	61	95	13339	94	60	100	61	100	13274	100	60	100	61	100	13267	100							60	100	61	100	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	11	17	12	19	2555	18	11	100	12	100	2528	99	11	100	12	100	2526	99							11	100	12	100	2507	99
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99							0	0	0	0	323	96
Economically disadvantaged	22	35	22	34	5574	39	22	100	22	100	5528	99	22	100	22	100	5531	99							22	100	22	100	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION ³	ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	58	92	58	91	11042	78	58	92	58	91	11006	77							58	92	58	91	11127	78
Identified disability (PET/IEP)	6	10	6	10	396	4	6	10	6	10	404	4							6	10	6	10	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	1	2	1	2	134	1	1	2	1	2	133	1							1	2	1	2	136	1
Participation with accommodations	5	8	6	9	2974	21	5	8	6	9	3014	21							5	8	6	9	2845	20
Identified disability (PET/IEP)	5	100	6	100	1996	67	5	100	6	100	1986	66							5	100	6	100	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	0	0	0	0	766	26	0	0	0	0	801	27							0	0	0	0	710	25
Participation through alternate assessment (PAAP)	0	0	0	0	136	1	0	0	0	0	136	1							0	0	0	0	135	1
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100							0	0	0	0	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	106	1

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: Monmouth School Department
School: Monmouth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	2	3	2	3	721	5
	2006-2007	1	2	1	2	702	5
	2007-2008	2	3	2	3	659	5
	Cum. Total*	5	3	5	3	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	32	54	32	54	7571	53
	2006-2007	37	60	37	60	7730	55
	2007-2008	29	46	29	45	8195	58
	Cum. Total*	98	53	98	53	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	21	36	21	36	4343	30
	2006-2007	15	24	15	24	4182	30
	2007-2008	25	40	26	41	3800	27
	Cum. Total*	61	33	62	34	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	4	7	4	7	1628	11
	2006-2007	9	15	9	15	1419	10
	2007-2008	7	11	7	11	1362	10
	Cum. Total*	20	11	20	11	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	27.2	56.7	27.1	56.5	29.2	60.8
Literary Text	24	50	13.9	57.9	13.8	57.5	15.0	62.5
Informational Text	24	50	13.3	55.4	13.3	55.4	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Monmouth School Department
 School: Monmouth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	63	2	3	29	46	25	40	7	11	542	64	3	45	41	11	542	14016	5	58	27	10	545
Ethnicity																						
African American/Black	2										2						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	0										0						197	5	64	23	8	546
Hispanic	1										1						167	2	47	37	14	542
Caucasian/White	60	2	3	29	48	22	37	7	12	542	61	3	48	38	11	542	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	1	9	5	45	5	45	530	12	0	8	50	42	531	2392	0	26	42	31	536
No	52	2	4	28	54	20	38	2	4	544	52	4	54	38	4	544	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	63	2	3	29	46	25	40	7	11	542	64	3	45	41	11	542	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	22	0	0	6	27	12	55	4	18	537	22	0	27	55	18	537	5454	2	48	35	15	541
No	41	2	5	23	56	13	32	3	7	544	42	5	55	33	7	544	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	63	2	3	29	46	25	40	7	11	542	64	3	45	41	11	542	14011	5	58	27	10	545
Gender																						
Female	28	2	7	13	46	13	46	0	0	546	28	7	46	46	0	546	6766	7	62	24	8	546
Male	35	0	0	16	46	12	34	7	20	539	36	0	44	36	19	539	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	7	0	0	2	29	5	71	0	0	540	7	0	29	71	0	540	1751	1	35	44	21	538
No	56	2	4	27	48	20	36	7	13	542	57	4	47	37	12	542	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										0						464	27	71	2	1	557
No	63	2	3	29	46	25	40	7	11	542	64	3	45	41	11	542	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Monmouth School Department
 School: Monmouth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
		%	N	%	N	%	N	%	N														%
How much homework do you do on school nights?																							
A. none	8	0	0	5	100	0	0	0	0	548	8	0	100	0	0	548	5	2	42	34	22	540	
B. less than one hour	68	2	5	20	47	18	42	3	7	543	69	5	45	43	7	543	66	5	60	27	9	545	
C. one to two hours	22	0	0	4	29	7	50	3	21	537	22	0	29	50	21	537	26	5	61	26	8	546	
D. more than two hours	2	0	0	0	0	0	0	1	100	524	2	0	0	0	100	524	2	3	42	32	23	540	
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																							
A. The questions on the test match what I have learned in reading class.	22	0	0	8	57	6	43	0	0	545	22	0	57	43	0	545	31	7	63	23	7	547	
B. They match some of what I have learned.	59	2	5	20	54	12	32	3	8	544	58	5	54	32	8	544	55	4	61	27	8	545	
C. They match just a little of what I have learned.	13	0	0	1	13	4	50	3	38	532	13	0	13	50	38	532	11	2	42	37	19	540	
D. There is no match.	6	0	0	0	0	3	75	1	25	527	8	0	0	80	20	528	3	1	30	38	31	536	
Which of the following best describes how you rate yourself as a student in reading?																							
A. very good	41	1	4	14	54	11	42	0	0	544	41	4	54	42	0	544	30	10	68	16	6	549	
B. good	41	1	4	12	46	8	31	5	19	541	41	4	46	31	19	541	53	3	59	29	9	544	
C. fair	16	0	0	3	30	6	60	1	10	538	17	0	27	64	9	537	15	1	41	40	18	539	
D. poor	2	0	0	0	0	0	0	1	100	524	2	0	0	0	100	524	2	0	23	38	39	534	
How difficult was the reading part of this test?																							
A. harder than my regular schoolwork	21	0	0	3	23	8	62	2	15	537	22	0	21	64	14	537	17	3	45	32	19	541	
B. about the same as my regular schoolwork	71	2	5	23	52	15	34	4	9	544	70	5	52	34	9	544	67	5	62	26	7	546	
C. easier than my regular schoolwork	8	0	0	2	40	2	40	1	20	534	8	0	40	40	20	534	16	6	59	26	9	545	
How difficult were the reading passages on this test?																							
A. Most of the passages were more difficult than what I normally read.	18	0	0	1	9	8	73	2	18	536	19	0	8	75	17	536	13	1	33	42	25	537	
B. Most of the passages were about the same as what I normally read.	48	0	0	16	53	9	30	5	17	541	48	0	53	30	17	541	56	3	60	29	8	545	
C. Most of the passages were easier than what I normally read.	34	2	10	12	57	7	33	0	0	547	33	10	57	33	0	547	31	9	68	18	6	548	
How much time do you spend reading at home each day?																							
A. more than one hour	19	1	8	7	58	4	33	0	0	546	19	8	58	33	0	546	18	8	64	20	8	547	
B. 20 minutes to an hour	62	1	3	14	36	19	49	5	13	541	61	3	36	49	13	541	56	5	62	25	7	546	
C. less than 20 minutes	13	0	0	6	75	0	0	2	25	538	13	0	75	0	25	538	12	2	50	32	15	542	
D. I rarely read at home.	6	0	0	2	50	2	50	0	0	544	8	0	40	60	0	542	13	1	44	38	17	540	
How many pages do you read in school and to complete homework assignments?																							
A. five or fewer pages	20	0	0	4	33	4	33	4	33	535	19	0	33	33	33	535	26	3	51	32	14	542	
B. six to ten pages	30	0	0	8	44	8	44	2	11	542	31	0	42	47	11	541	28	3	59	28	9	544	
C. eleven or more pages	51	2	6	16	52	12	39	1	3	544	50	6	52	39	3	544	47	7	63	23	7	546	
Optional school/SAU question																							
A.	50	0	0	0	0	0	0	1	100	524	50	0	0	0	100	524							
B.	0										0												
C.	0										0												
D.	50	0	0	0	0	1	100	0	0	532	50	0	0	100	0	532							

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: Monmouth School Department
School: Monmouth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	0	0	0	0	1415	10
	2006-2007	3	5	3	5	1711	12
	2007-2008	8	13	8	13	1617	12
	Cum. Total*	11	6	11	6	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	24	41	24	41	6503	45
	2006-2007	35	56	35	56	6778	48
	2007-2008	31	49	31	48	7284	52
	Cum. Total*	90	49	90	49	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	16	27	16	27	3945	28
	2006-2007	15	24	15	24	3884	28
	2007-2008	20	32	20	31	3341	24
	Cum. Total*	51	28	51	28	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	19	32	19	32	2434	17
	2006-2007	9	15	9	15	1683	12
	2007-2008	4	6	5	8	1778	13
	Cum. Total*	32	17	33	18	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.0	60.0	8.9	59.3	9.0	60.0
Cluster 2: Shape and Size	14	29	7.4	52.9	7.3	52.1	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.6	52.0	2.6	52.0	2.2	44.0
Cluster 4: Patterns	14	29	8.0	57.1	7.9	56.4	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Monmouth School Department
 School: Monmouth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	63	8	13	31	49	20	32	4	6	546	64	13	48	31	8	546	14020	12	52	24	13	546
Ethnicity																						
African American/Black	2										2						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	1										1						173	5	45	30	20	541
Caucasian/White	60	8	13	30	50	18	30	4	7	547	61	13	49	30	8	546	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	2	18	6	55	3	27	534	12	0	17	50	33	534	2390	2	29	34	35	534
No	52	8	15	29	56	14	27	1	2	549	52	15	56	27	2	549	11630	13	57	22	8	548
Current LEP																						
Yes	0										0						330	4	36	27	33	536
No	63	8	13	31	49	20	32	4	6	546	64	13	48	31	8	546	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	22	1	5	12	55	6	27	3	14	542	22	5	55	27	14	542	5461	5	46	30	19	541
No	41	7	17	19	46	14	34	1	2	548	42	17	45	33	5	548	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	63	8	13	31	49	20	32	4	6	546	64	13	48	31	8	546	14015	12	52	24	13	546
Gender																						
Female	28	4	14	18	64	6	21	0	0	549	28	14	64	21	0	549	6767	11	51	24	13	546
Male	35	4	11	13	37	14	40	4	11	544	36	11	36	39	14	543	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	7	0	0	2	29	5	71	0	0	541	7	0	29	71	0	541	1755	1	37	39	23	538
No	56	8	14	29	52	15	27	4	7	547	57	14	51	26	9	546	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										0						464	58	40	2	0	564
No	63	8	13	31	49	20	32	4	6	546	64	13	48	31	8	546	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: Monmouth School Department
School: Monmouth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	1	20	4	80	0	0	0	0	553	8	20	80	0	0	553	5	6	39	29	25	539
B. less than one hour	68	7	16	18	42	17	40	1	2	548	69	16	41	39	5	547	66	12	52	24	12	546
C. one to two hours	22	0	0	9	64	3	21	2	14	541	22	0	64	21	14	541	26	12	55	23	11	547
D. more than two hours	2	0	0	0	0	0	0	1	100	520	2	0	0	0	100	520	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	21	3	23	7	54	3	23	0	0	554	20	23	54	23	0	554	38	16	56	19	8	549
B. They match some of what I have learned.	60	5	13	19	50	13	34	1	3	546	59	13	50	34	3	546	48	9	53	26	12	545
C. They match just a little of what I have learned.	16	0	0	4	40	3	30	3	30	536	16	0	40	30	30	536	10	6	37	32	24	539
D. There is no match.	3	0	0	1	50	1	50	0	0	542	5	0	33	33	33	537	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	19	5	42	4	33	3	25	0	0	556	20	38	31	23	8	554	31	24	54	14	8	552
B. good	59	3	8	22	59	10	27	2	5	546	58	8	59	27	5	546	47	8	55	25	12	545
C. fair	22	0	0	5	36	7	50	2	14	538	22	0	36	50	14	538	19	2	43	35	20	539
D. poor	0										0						3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	26	0	0	7	44	6	38	3	19	539	27	0	41	35	24	538	18	5	42	30	22	540
B. about the same as my regular schoolwork	61	6	16	20	53	11	29	1	3	548	60	16	53	29	3	548	66	11	55	23	11	547
C. easier than my regular schoolwork	13	2	25	4	50	2	25	0	0	552	13	25	50	25	0	552	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	3	0	0	1	50	1	50	0	0	544	3	0	50	50	0	544	21	10	48	26	16	544
B. two or three days a week	24	0	0	9	60	5	33	1	7	543	24	0	60	33	7	543	36	13	54	23	10	547
C. two or three times each month	42	4	15	12	46	8	31	2	8	547	43	15	44	30	11	546	27	12	54	23	11	547
D. never or almost never	31	4	21	9	47	5	26	1	5	548	30	21	47	26	5	548	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	0	0	0	0	1	100	522	2	0	0	0	100	522	7	12	44	25	19	543
B. two or three days a week	19	1	8	4	33	7	58	0	0	545	19	8	33	58	0	545	30	13	53	23	11	547
C. two or three times each month	51	4	13	18	56	7	22	3	9	546	52	12	55	21	12	545	34	12	54	23	10	547
D. never or almost never	29	3	17	9	50	6	33	0	0	549	28	17	50	33	0	549	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	13	1	13	3	38	4	50	0	0	548	13	13	38	50	0	548	7	7	40	25	28	539
B. 30–45 minutes	37	1	4	12	52	7	30	3	13	543	38	4	50	29	17	542	31	7	49	29	15	543
C. 45–60 minutes	46	5	17	15	52	8	28	1	3	548	45	17	52	28	3	548	40	12	55	23	10	547
D. more than 60 minutes	5	1	33	1	33	1	33	0	0	549	5	33	33	33	0	549	23	18	54	19	9	549
Optional school/SAU question																						
A.	50	0	0	0	0	0	0	1	100	516	50	0	0	0	100	516						
B.	0										0											
C.	0										0											
D.	50	0	0	0	0	1	100	0	0	532	50	0	0	100	0	532						

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: Monmouth School Department
School: Monmouth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	0 0	0 0	0 0	0 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	39 18	63 29	39 18	63 28	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	20 42	32 67	20 42	32 66	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	3 3	5 5	3 4	5 6	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	9.9	49.5	9.7	48.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.2	43.3	5.1	42.5	5.6	46.7
Standard English Conventions (Standard F)	8	40	4.7	58.8	4.6	57.5	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Monmouth School Department
 School: Monmouth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	63	0	0	18	29	42	67	3	5	535	64	0	28	66	6	534	13972	0	43	52	4	538
Ethnicity																						
African American/Black	2										2						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	1										1						170	0	29	62	9	535
Caucasian/White	60	0	0	18	30	39	65	3	5	535	61	0	30	64	7	535	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	0	0	9	82	2	18	529	12	0	0	75	25	527	2372	0	12	72	16	529
No	52	0	0	18	35	33	63	1	2	536	52	0	35	63	2	536	11600	0	50	48	1	539
Current LEP																						
Yes	0										0						319	0	30	58	12	533
No	63	0	0	18	29	42	67	3	5	535	64	0	28	66	6	534	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	22	0	0	5	23	15	68	2	9	534	22	0	23	68	9	534	5435	0	32	61	7	535
No	41	0	0	13	32	27	66	1	2	535	42	0	31	64	5	535	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	63	0	0	18	29	42	67	3	5	535	64	0	28	66	6	534	13967	0	43	52	4	538
Gender																						
Female	28	0	0	10	36	18	64	0	0	536	28	0	36	64	0	536	6750	1	55	43	2	540
Male	35	0	0	8	23	24	69	3	9	534	36	0	22	67	11	533	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	7	0	0	0	0	5	71	2	29	530	7	0	0	71	29	530	1745	0	26	69	5	534
No	56	0	0	18	32	37	66	1	2	536	57	0	32	65	4	535	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										0						464	2	74	23	0	545
No	63	0	0	18	29	42	67	3	5	535	64	0	28	66	6	534	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Monmouth School Department
 School: Monmouth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	0	0	5	100	0	0	534	8	0	0	100	0	534	5	0	29	57	14	533
B. less than one hour	68	0	0	14	33	28	65	1	2	536	69	0	32	64	5	535	66	0	44	52	3	538
C. one to two hours	22	0	0	4	29	8	57	2	14	532	22	0	29	57	14	532	26	0	45	52	3	538
D. more than two hours	2	0	0	0	0	1	100	0	0	536	2	0	0	100	0	536	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	22	0	0	3	21	11	79	0	0	534	22	0	21	79	0	534	25	1	54	42	3	540
B. good	51	0	0	13	41	17	53	2	6	536	52	0	39	52	9	535	50	0	46	51	3	538
C. fair	24	0	0	2	13	13	87	0	0	534	23	0	13	87	0	534	22	0	29	65	6	535
D. poor	3	0	0	0	0	1	50	1	50	524	3	0	0	50	50	524	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	13	0	0	1	13	5	63	2	25	530	14	0	11	56	33	527	14	0	33	56	10	535
B. about that same as my regular schoolwork	65	0	0	15	38	24	60	1	3	536	63	0	38	60	3	536	65	0	45	52	3	538
C. easier than my regular schoolwork	23	0	0	2	14	12	86	0	0	535	22	0	14	86	0	535	21	0	45	51	4	538
Optional school/SAU question																						
A.	50	0	0	0	0	0	0	1	100	516	50	0	0	0	100	516						
B.	0										0											
C.	0										0											
D.	50	0	0	0	0	1	100	0	0	532	50	0	0	100	0	532						